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MISSING

The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

ST. JOHN, N. B., JANUARY, 1893.

\$1.00 PER YEAR

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MR. F. B. MEAGHER, who recently resigned his position in the Fredericton collegiate school to accept that of Provincial School Inspector, was the recipient of a presentation on the part of his associate teachers. Mr. Meagher was very popular as a teacher, and no doubt will be equally so as a school inspector. He was a brilliant student at the university, and possesses the legal qualifications for the office of inspector in the highest degree.

MR. R. P. STEEVES, M. A. of Woodstock has been appointed to succeed Mr. F. E. Whelpley who was appointed acting inspector during the illness of Mr. D. P. Wetmore of Clifton, Kings County. Mr. Whelpley has held the office for several years, and during that time has discharged the duties in a fair and impartial manner and to the best of his ability. Mr. Whelpley retains the office until the expiration of the present term.

Of late several accidents have occurred to teachers while conducting chemical experiments in their schools. In experimenting with dangerous or explosive materials, the greatest care is necessary to ensure safety. The example of Faraday—to practise each experiment before performing it in the presence of the class—is the only way to ensure success. There need be no danger in conducting any of the experiments required in our common school course in chemistry. Successful experimenting is of the highest importance in teaching chemistry, and skill and facility in manipulation can only be attained by careful practice.

A VERY general response has been given to Lady Tilley's appeal for subscriptions to establish a reformatory in New Brunswick. Of the seven thousand dollars required, six thousand have already been subscribed, and the fund is increasing in a satisfactory manner. The necessary legislation will soon be asked for the establishment and maintenance of the reformatory, which Lady Tilley hopes will be opened in June next. Such reformatories, or industrial schools for juvenile offenders, have proved a great blessing wherever they have been established. Both humanity and economy call for the education and training for usefulness of those waifs thrown upon the world without protectors and from whose ranks the criminal classes are largely drawn. Society has a great responsibility in this matter; and Lady Tilley deserves the cordial support and earnest wishes for success in her humane enterprise.

JANUARY has some very important planetary events which readers of the REVIEW should not miss. A view of Venus and Mercury in the eastern sky will repay shivering early risers, but be quick, for the swift-footed Mercury will soon be out of sight. Jupiter makes such a close conjunction with the moon on the evening of the 23rd that they will seem to touch each other. Mars, fast fading into insignificance, will come in for a renewed share of attention on the evening of the 25th when he is in conjunction with Jupiter.

THE semi-centennial exercises in connection with Mount Allison University began in St. John on Sunday, January 8th, and were continued on the following day in the Centenary Church. The meeting on Monday evening was presided over by Lieut. Governor Sir Leonard Tilley, and the addresses were of a deeply interesting character, stimulating public interest in those educational institutions at Sackville which have done so much for Methodism and Education in these provinces.

DR. J. L. NUGENT writes to renew the subscription for Brigg's Corner district, Queens Co. For several years past this district has made provision at its annual meeting for the REVIEW, "keeping the trustees in touch with the educational progress of the times," as the doctor aptly expresses it. It would be well for all school districts, if the way could be seen clear, to follow the example of Brigg's Corner, as indeed some have been doing for some time. There are many items of interest to trustees in it from time to time—in fact in every issue. Orders of the Boards of Education in both Nova Scotia and New Brunswick embracing changes of various kinds; Inspector's

visits; what other schools and districts are doing. These are all matters of interest to school officers, and a knowledge of them is often important. Outside of these departments there are many other topics dealt with of equal interest to school officers and teachers. "Talks with Teachers;" interpretation of knotty points in school law, etc. If trustees more generally subscribed for the REVIEW, arrangements could be made for a Teachers' Bureau, the advantages of which would be great to both.

REVISION OF INSPECTORAL DISTRICTS IN N. B.

At the last meeting of the Board of Education the following changes were made in the Inspectoral Districts:—

Inspectoral District No. 1, G. W. Mersereau, M. A., Inspector; Restigouche, Gloucester, Northumberland.

Inspectoral District No. 2, George Smith, B. A., Inspector; the counties of Kent and Westmorland.

Inspectoral District No. 3, F. E. Whelpley, Acting Inspector; the County of Albert, the County of Kings, except the parishes of Westfield and Greenwich, and the County of Queens, except the parishes of Canning, Gagetown, Hampstead and Petersville.

Inspectoral District No. 4, W. S. Carter, A. M., Inspector; the counties of St. John and Charlotte, and the parishes of Westfield and Greenwich in Kings Co.

Inspectoral District No. 5, H. V. B. Bridges, M. A., Inspector; the County of York, except the parishes of North Lake and Canterbury, the County of Sunbury, and the parishes of Canning, Gagetown, Hampstead and Petersville in Queens.

Inspectoral District No. 6, F. Billeagher, M. A., Inspector; the counties of Carleton, Victoria and Madawaska, and the parishes of North Lake and Canterbury in the County of York.

Normal School Entrance, Grammar School Leaving and University Matriculation Examinations in New Brunswick.

It has long been considered a grievance by some that students desirous of entering the normal school should be compelled to go to Fredericton, which is so distant for many and attended with considerable travelling expense. If the student fails to pass the required examination, he has to make the same journey back to his home; and if the student be a young lady, the inconvenience is not confined to her only, but perhaps to some of her friends who have accompanied her, because, as in the majority of cases, she is a stranger in the capital. It has accordingly been determined for the future to hold these examinations during the first week in July of each year in such centres as St. John, Fredericton, Moncton, St.

Stephen, Woodstock, Chatham, Dalhousie, etc. At the same time and in the same places the grammar school leaving and university matriculation examinations will be held.

The scheme, which is a part of Regulation 45 of the School Manual to be issued shortly, is briefly as follows:

There is a Joint Board, consisting of the Chief Superintendent of Education, as chairman, and two members, each chosen yearly from the Board of Education and the Senate of the University. Among the duties of this Joint Board is the appointment of examiners, of which there are three classes: (1) Examiners, who prepare the papers; (2) Associate examiners, who examine the papers, and (3) Supervising examiners, who overlook the examinations. The examiners must be teachers qualified by experience, either in a university or high school. The associate examiners must be college graduates engaged in teaching. The inspectors are the supervising examiners in their respective districts, and have power to appoint additional supervising examiners, if needed, with the approval of the Chief Superintendent. The supervising examiners are also examiners in reading. Notice to undergo these examinations must be given to the inspector in whose district the candidate intends to be examined not later than the 24th of May preceding the examination. In the case of normal school entrance, a fee of one dollar must accompany the application; and in the case of university matriculation candidates, or grammar school leaving, a fee of two dollars.

The above is the barest outline of the scheme, of which fuller particulars will appear later.

This plan is an excellent one, and cannot fail to commend itself to all interested in our schools. It not only provides better facilities for those who propose to enter the normal school, but it brings the university and the high school in closer touch—a step that has been needed for some time. In some of the high schools of the province the matriculation examination of the university has been for two or three years the standard for leaving these schools. It was found, however, that the requirements for matriculation and the requirements of the course of instruction differed very considerably. As the province largely supports the university as well as the common schools, it is well that they should be welded together, and the steps from the one to the other be rendered continuous. There is now no gap between our high school leaving and college entrance examinations. There is no doubt but that the other Canadian colleges will see that it is to their advantage, if they desire New Brunswick students, to adapt their requirements to our course of instruction.

A DAY IN THE DARTMOUTH SCHOOLS.

The Dartmouth schools are managed by Principal Miller and nineteen associate teachers. There are in attendance over 1100 pupils, so that this is probably the largest school in the Maritime Provinces under the charge of one principal. He devotes the most of his time to the work of his own department, but in this he has the assistance of an excellent teacher, Miss Sarah Findlay.

We had the pleasure of devoting a day to this school recently, and spent the first hour in the principal's department. Miss Findlay had a recitation in analysis—the complex sentence. A verbatim report of all the questions and answers would prove most useful to our readers and not tiresome, for there was no vagueness or useless repetition. Attention and order were about perfect. The questions were such as called for the exercise of judgment rather than memory. Every pupil felt free to express his thoughts, for he knew that his answer, even if far from being correct, would be treated deferentially. He was not made to shrink back by a frown or a sneer; but was most skilfully led to the correct thought. What was amiss was put right by a careful application of the definition.

Miss Moseley gave a very full and complete lesson on the findings of science in reference to the effects of alcohol on the functions of circulation in the human body. Blackboard illustrations made clear so much of the anatomy and physiology of the system as was needful to be known in order to follow the reasoning which was perhaps burdened somewhat with too much detail. With such teaching it is not difficult to understand how a town of 6200 inhabitants does not support, and does not desire to support, a rum shop.

Miss Emma Hume taught a primary class. We have nowhere seen a room better fitted for the work—desks with upper surface ruled in inch squares for kindergarten work, and with balls strung on wires for counting; a large ball frame on a stand, and with balls one and one-half inches in diameter; an excellent reading chart; a box of coloured crayons; objects for object teaching; superior blackboards covered with fine illustrations; abundance of light coming through large windows ornamented with flowers; a tonic sol-fa chart, etc, etc, and best of all that *rara avis*—a born teacher.

In the afternoon we found Miss Heunigar trying to give her pupils, by word and blackboard pictures, a vivid idea of Longfellow's *Blacksmith* as a preparation for committing the poem to memory. Her success reflected credit on her training at the normal school, and showed her insight into, and sympathy with, child nature. A lesson in tonic sol-fa was equally interesting, and brought into strong light the adaptability of this system to all grades of the public schools. No manipulation of the staff notation, without borrowing some characteristic features of tonic sol-fa, could have been made to appeal to the children's intelligence as this lesson did.

Miss Scarfe taught a fourth grade class a language-lesson. It was practical, clear and accurate. If all the Dartmouth teachers are as good as those we have seen the people of that town receive as much value for their school taxes as those of any town of the Dominion.

Writing in Halifax Schools.

A very large meeting of the Halifax and Dartmouth teachers was held on Friday, the 2nd ult., to consider the report of the committee on writing. The report was read and explained by Principal Miller of Dartmouth. The other teachers manifested their interest by asking many questions, all of which were satisfactorily answered by the various members of the committee.

The chairman of the school board, Mr. Symons, addressed the meeting. As a man of business for many years he had frequent opportunities of becoming practically acquainted with the results of the penmanship of the schools, and he must pronounce it very unsatisfactory. As a bank director he had frequently to reject, on account of their bad writing, candidates otherwise well suited for positions in the bank. It was to be regretted that a worthy young man's progress should be barred by his teacher's neglect in keeping him up to the standard in the legible, neat and facile use of the pen. In visiting schools for the last two years he had discovered two causes for this general defect: 1st the use of short pencils, and 2nd, the haste to get the correct answers to problems regardless of form. He had reason to believe that in the Boston schools writing is more efficiently taught than in Nova Scotia. He advocated the use of writing exercises to secure freedom of arm movement in place of finger movements.

After hearing several written opinions the majority of the teachers endorsed the following propositions:

1. Instead of slates pupils should use exercise books. They would be noiseless; the work would remain for inspection or reference; being permanent more care would be exercised; and the cost would not much, if any, exceed that of slates.
2. Pupils when writing should sit in the right central position; both arms on the desks at an angle of 45° with the front of the desk, writing lines parallel to the front of the desk.
3. Vertical writing is the best—being the most legible, the most easily learned, the best adapted to secure the hygienic position. It is the most used in English schools—in nine-tenths of them—and in many schools on the continent. It is recommended by German experts.
4. In normally shaped hands pens should be held as recommended by Gage in his system of penmanship.
5. Pupils when writing should be required to be always in correct position and to hold their penholders or pencils correctly. Writing exercises should not be so long as to become tiresome.
6. Writing should be taught chiefly from the blackboard and by the use of exercise paper and movable head lines.
7. No haste to get through with much work should cause the teacher to tolerate any written exercise which is not in good form.

"I am well satisfied with your paper, and think there is a steady advance in its utility to teachers."—S.

TALKS WITH TEACHERS.

I was talking with an inspector a day or two ago, who seemed to be put out about something. On inquiry I found that it was caused by his having to send out so many return sheets a second time for the term. He informed me that in many cases where he sent returns to the secretary, the teacher would write for them; and where he sent them to the teacher, the secretary would write for them, and in both cases without inquiring of each other. It is the same in the case of registers—only, perhaps, worse. One register, ordinarily, will do for two terms, or a year. During that time there is a change of teacher, and the last one, instead of leaving the unfilled register with the secretary, or in the school, carries it away with her to make out the return and neglects to send it back. The new teacher, wishing to begin with a clean sheet, or not inquiring whether the district is supplied or not, immediately writes the inspector for a new register, which she gets oftener than it is required, because, perhaps, the inspector is away and the sender cannot determine.

Before sending for a new register always examine the *last* one and inquire of the secretary. If the secretary has not a new register and the *last* one is full, then send to the inspector, not to the education office, as some do. Such a course pleases not the inspector nor the education office. At his visit the inspector takes note of the supplies needed. If he fails to send them to any school it is because he has had no opportunity of knowing they are needed.

The work of another new year has begun. Let each teacher determine to accomplish something more for herself and her school than last year. What can she do for herself? She can increase her scholarship, improve her methods, read an educational paper, attend a county institute, which perhaps she did not do last year. What can she do for her school? She can inspire her pupils with higher ideals, morally and intellectually. She can awaken a deeper interest in education in the district, among parents as well as pupils. She can have some object in view beyond the mere drawing of the salary and filling in the time. A school flag, a school library, better apparatus, improved house, grounds or furniture. Let every teacher and school be the better for the year 1893.

We have seen a very pretty photograph of the Sydney Academy, surrounded by the vignettes of the senior classes and the teachers. We presume it is going to be a part of the academic exhibit at the Chicago world's fair.

New Brunswick Schools of the Olden Time.

BY W. O. RAYMOND, M. A.

(Continued.)

With the coming of the Loyalists, in 1783, the number of English inhabitants was increased from about 1,500 to 13,000, with a more than corresponding increase of wealth and education. Amongst the Loyalists were some of the brightest and ablest minds of the old American colonies. Lawyers, such as Chipman and Putnam; clergymen, such as Byles, Andrews and Scovil; soldiers, such as John Saunders, Beverley Robinson and the DeLanceys; descendants of the oldest families of New England—the Winslows, Tilley and others whose forefathers came over in the *Mayflower*. But without stopping to particularise it is sufficient to state that as regards education, refinement and integrity, the character of the Loyalist founders of the province stood high. Many of those who filled leading positions in the government of the country during its infancy had enjoyed all the advantages of a collegiate education, and were naturally anxious that their children should not be entirely deprived of like privileges.

On the 8th of March, 1783, a meeting was held in New York to consider the ways and means whereby the cause of religion and education might best be promoted in the new communities about to be founded by the exiled Loyalists. Dr. Charles Inglis, afterwards first bishop of Nova Scotia, and Jonathan Odell, first Provincial Secretary of New Brunswick, were amongst those present. After due deliberation a plan was drawn up for providing religious and educational privileges for those emigrating from the old colonies to Nova Scotia. The plan was subsequently forwarded by Sir Guy Carleton to Lord North, with a recommendation in its favor. Among the suggestions it contained was that of setting apart lands for the use and maintenance of schools. In connection with the subject of education occurs this paragraph: "It will be highly beneficial and expedient, both from the present state and the immediate prospect of extensive settlement of that province, that the youth be furnished as soon as possible with such means of necessary education and liberal instruction as may qualify them for public utility,—filling the civil offices of government with credit and respectability,—inspire those principles of virtue and public spirit, that liberality of sentiment and enlargement of mind which may attach them to the constitution, happiness and interests of their country. For this purpose a public seminary, academy or college should, without delay, begin to be instituted at the most central part of the province."

In a subsequent letter to Sir Guy Carleton, the originators of the plan reiterate their conviction that "the founding of a college or seminary of learning on a liberal plan, where youth may receive a virtuous education and can be qualified for the learned professions, is, we humbly conceive, a measure of the greatest consequence. . . . If such a seminary is not established the inhabitants will not have the means of educating their sons at home, but will be under the necessity of sending them for that purpose either to Great Britain or Ireland, which will be attended with an expense that few can bear, or else to some of the states of this continent where they will be sure to imbibe principles that are unfriendly to the British constitution."*

The forethought manifested by those who, even before their arrival in the land of their adoption, had considered the interests of their children, was destined to bear good fruit; but of this more anon.

It is manifest that the circumstances of the great majority of the exiles, who, at the close of the American revolution, either through choice or necessity, abandoned their old homes and came to this country, were such that the sending their children abroad for an education was simply an impossibility. They had sacrificed their possessions, their various positions, in most cases their ALL. Their position was one to excite universal sympathy.

A very fair idea may be gathered of the mingled emotions with which, at the close of the war, they regarded the destruction of all their hopes by a glance at the letter addressed to Sir Guy Carleton, March 14th, 1783, by the officers of the loyal American regiments on behalf of themselves and their men. The letter modestly refers to their important services during the contest and to their personal sacrifices, and expresses anxious concern for the future of their families, which in many cases include "wives born to the fairest expectations and tenderly brought up, and children for whose education and future happiness they feel responsible." The letter closes with a humble request, "That grants of lands may be made to them in some of His Majesty's American provinces, and that they may be assisted in making settlements in order that they and their children may still enjoy the benefit of British government."

After the arrival of the Loyalists in this province

* It is interesting to compare with the above paragraph a complaint made some years later to His Excellency Sir Geo. Arthur, then Lieut. Governor of Upper Canada, that in many parts of that province the teachers then employed were "not only of an inferior description in point of character, as well as of attainments, but in many instances Americans, who introduce books from their own country, in which the history and institutions of that republic are colored in a manner very dangerous to the principles formed in their pupils; and the foundation of loyalty is thus sapped in the rising population of the country."

they speedily set to work to carve out new homes in what was then an almost unbroken wilderness. They were poor in purse, but rich in experience, determination, energy, education, intellect and other qualities which build up a nation. But, alas, the rising generation sorely felt the loss of the superior educational advantages their fathers and mothers had enjoyed. They could only make use of such as the country then afforded, and these were very limited.

In the towns and villages the means of securing a fair English education were speedily available, but in the scattered settlements the means of securing even the rudiments of education were for many years lamentably deficient. It need, therefore, excite no surprise that the succeeding generation, as a rule, did not attain to so high a standard as their parents in intellectual culture, refinement of manners and knowledge of the world at large.

The first provision made by law for the education of youth in the newly formed Province of New Brunswick is contained in the Instructions to Governor Thomas Carleton, issued at the Court of St. James, August 18, 1784, by His Majesty King George III.

Section 43 of the Royal Instructions referred to reads: "And whereas it has been found by experience that the settling planters in townships hath very much redounded to their advantage, not only with respect to the assistance they have been able to afford each other in their civil concerns, but likewise with regard to the security they have already acquired against the insults and insurrections of neighboring Indians; you are therefore to lay out townships of a convenient size and extent in such places as you in your discretion shall judge most proper; and it is our will and pleasure that each township do consist of about 100,000 acres, having as far as may be natural boundaries extending up into the country and comprehending a necessary part of the sea coast where it can be conveniently had."

Section 45 goes on to provide: "That a particular spot in or as near each township as possible be set apart for the building of a church, and 400 acres adjacent thereto be allotted for the maintenance of a minister and 200 for a *school-master*."

It appears that this grant of two hundred acres was a personal one to encourage the settlement of a school-master in the township, rather than for the support of the school itself; since it is further provided in Section 49, "That a quantity of land not exceeding 500 acres be set apart for the maintenance of a school-master in each township."

Two other sections only of the instructions to Governor Carleton deal with the subject of schools; one of these, viz., Section 76, curiously illustrates

the intimate connection between church and state as it existed in the colonies a century ago. It reads as follows: "And we do further direct that no school-master who shall arrive in our said province from this kingdom be henceforward permitted to keep school in that our said province without the license of the Lord Bishop of London, and that no person now there, or that shall come from other parts, shall be admitted to keep school in New Brunswick without your license first obtained."

The object of the section was to provide for the licensing of school teachers by competent authority. The only provision for sending out school-masters from England at the time was that supplied by the Society for the Propagation of the Gospel in foreign parts, the work of which was largely under the supervision of the Bishop of London. Hence the certificate of that bishop was the official guarantee of the competency of the English school-master for his work. In the case of residents of the province, in order that there might be some guarantee of their efficiency, provision was made for the issuing of licenses by the Governor.

The following extract from one of the closing sections (Sec. 78) of the King's Instructions to Governor Carleton will show that the subject of education was expected to be among the first things to engage the attention of the provincial House of Assembly: "It is our further will and pleasure that you recommend to the Assembly to enter upon proper methods for the erecting and maintenance of schools in order to the training up of youth to reading and to a necessary knowledge of the principles of religion."

It will hereafter appear that our early legislators were rather dilatory in attending to the very important duty so clearly defined by the section just quoted, since it was not until many years later that any well considered plan was devised for the education of the rising generation.

The best schools in the early days of the province were those conducted by school-masters employed by the English Society for the Propagation of the Gospel in foreign parts. This society (commonly referred to as the S. P. G.) was founded about the beginning of the eighteenth century, and under its fostering care missionaries and school-masters connected with the Church of England labored first in North America, and subsequently in all parts of the globe.

(To be continued.)

The total school enrolment for the United States last year was 14,200,000. This included universities; private and parochial schools have 1,500,000.

For the Review.]

Primary Work.

BY JENNIE H. HANSON, ST. JOHN, N. B.

* * If we realize, as we all must, that the child's success or lack of success in obtaining an education depends largely upon the beginning, I claim that the teacher who takes from fifty to sixty little ones, and becomes responsible for their launching out upon the sea of learning, takes upon herself a great and sacred responsibility, the extent and influence of which cannot be measured in time. In my opinion primary work affords a grand field in which to labor for the betterment of humanity and the Master's "Well done;" and notwithstanding the varied environments, dispositions, tendencies and capabilities of these little ones the good seeds of morality and temperance should be so thickly sown, with all other instruction, that when the weeds of sin do spring up they will soon die out for want of moisture. In the present age a boy needs to go forth from the primary grades filled with respect and love for temperance, and a perfect hatred for intemperance in all its phases, in order to make any use of the education he has struggled for, or the capabilities he may possess; and to withstand manfully the evils and temptations which so thickly beset his pathway on all sides. View primary work from whatever standpoint we may and we cannot but conclude that it is of vast importance, and is well worthy the concentrated energies of the educated men and women of to-day.

Speaking now more definitely of the general work of Grade I, I have learned from experience that the first thing that the teacher should do is to create in the little ones, upon their entrance at school, a love for both school and teacher. He will then have started the child upon the high road to success with all the chances in his favor. What parent could keep at home the little one who says, "I just love my teacher," and "I just love to go to school?" My experience is that the mother in such cases will contend against untold difficulties, poverty and inconvenience, and make any, and every, sacrifice to send them. On the other hand it seems but natural that the mother worried with her multiplicity of domestic duties, when she finds that the little one has acquired a distaste for school, and worries and cries to stay at home, to feel and say that he is young yet, and that perhaps after a little he will go without being forced to do so. In this way many children have lost the golden opportunity.

We should be very careful not to bring about this great stumbling block by attempting to secure perfect order on the part of small children at the first. Of course I know that this order is very desirable and essential to the satisfactory working of the school, but we should not forget that these little ones have become habituated to the freedom of home life, and that they must find the restraint and confinement of school life very irksome at the first. No wise teacher can expect to change the habits of years in a few days or even weeks. Such radical changes are not in accordance with human nature either in young or old. The little ones should be led into this order and obedience gradually and almost unconsciously—not forced into it.

I claim that it is much wiser, with small children, not to see many little things that you do see, and not to hear many little things that you do hear. If the teacher notes and punishes every little act of thoughtlessness on the part of these small pupils the chances are that she will do more punishing than teaching, and the children will avail themselves of every opportunity to stay at home. This method of punishing continually only tends to develop in the child the spirit of rebellion, for it is but natural for the little one to resent punishment or authority exerted by any one but the parent. Again, it does seem such a mistake to deal with little acts of thoughtless disobedience as wilful disobedience. This should not be done even in the most extreme cases. The child's own sense of helplessness and timidity prevent wilful disobedience being habitual on his part; and the teacher generally brings this about by being too hasty or indiscreet. In such cases we are too apt to think and say that the fault is all with the little one, when we might have spared him as well as ourselves the worry of it. If we have our programme properly arranged, and keep the little ones interested and employed, we will not have to contend much with disobedience of either kind in this grade. We should teach everything through the medium of objects and pictures. This method always awakens and retains the interest on the part of small children.

The next important consideration for the primary teacher is the forming of the child's habits in the school room. For this the teacher alone is responsible. It is a well known saying that "habit becomes second nature," and I think that it is also true that a person's success or lack of success in any position in life depends largely upon his habits. The habits of accuracy or inaccuracy; industry or idleness; neatness or lack of neatness, which the child may acquire and put into practice during the first years at school, will have become habitual, and will follow him all through his school life.

Of course the great aim and duty of the teacher is to enable the pupil to master intelligently the work of Grade I in accordance with the Course of Instruction. This achievement is not always possible on the part of every pupil in this grade. It depends upon certain conditions, as the pupil's age, attendance and ability, as well as the teacher's tact and ability to impart knowledge and to assist the young faculties to develop quickly.

The most important subject is that of Reading, and I claim that if the teacher can teach this in a satisfactory manner the same methods will apply to numbers, print-script and the other subjects. A lesson in reading may at the same time afford a lesson in form and colour. To illustrate this I will explain the method I am adopting at present to teach the first steps of reading. It is a simple method, but I find it very satisfactory. Taking wholes before parts I teach the sentence first after the "look and say" method, and then deal with the separate words. Upon printing the second and following sentences upon the black board I have the pupils read it until familiar with it, after which I require them to tell me how many new words there are in the sentence that they have not learned before. I have the crayons in the primary and secondary colours, and with these I print the new words, to impress them upon the

pupil's mind and to distinguish them from the familiar words. As soon as every child in the class can name and find the word readily I print it with the other familiar words which I have printed in columns on another part of the black board, and which I review every day before or after the regular reading lesson. After giving all the class drill, both individual and simultaneous, which the time will admit of, I have the pupils take their seats and print the new word or words, as the case may be, upon their slates repeatedly. This method creates a great deal of interest and competition among the pupils, and by the time they have learned one or two lessons in this way they have learned the colours, as far as required by Grade I, without realizing that a task has been given to them at all. I often notice now that when I put the new sentence upon the black board that if, as it generally happens, the first, middle and last words are familiar ones the most of the class can read it at sight as the sense of the sentence enables them to name the new words. As I have already said I can teach the other subjects in like manner, for once a child is wide awake to the one he is easily interested and led on to the others.

Now in closing I would like to speak briefly of some of the difficulties I meet with in attempting to have my school all that I might desire, at the end of the year, and I feel sure that in so doing I will but voice the experience of other primary teachers; at least I hope so, for I would not care to be the only one to find or meet with difficulties which I cannot overcome. The difficulty that causes me most worry and anxiety is the entering of new pupils at any time during the year, from its beginning to its close. This is a difficulty which primary teachers alone have to contend with as it is not possible in other grades. In a large school it seems impossible, for me at least, to give these coming in when they may the attention and care they should have as beginners, and still do my duty with the whole school. It does seem hard to neglect them and thus allow them to form anything but desirable habits in the school room which always have a demoralizing effect upon the whole school; or to care for them and neglect the old ones, and thus allow them to lose that desirable interest in the work, and in this way lose the benefit of months of labour. Once boys or girl feels they are merely putting in the time their interest is gone, and I notice that it does not take them long to see this with their observing and perceptive faculties at full play.

Another difficulty I find is the entering of such young children to the school room. At present I have a school of fifty-nine, all new, and these range from five to nine years of age. Some of these marked five are so tiny and baby like that it does seem impossible for them to be more than four. While some take the work up readily some cannot grasp it at all. It seems impossible to carry all along as one would wish, and if these little ones attend most of the year it does not seem to the teacher's credit, or to the child's interest, to have ten or fifteen of them to remain in Grade I another year; and yet what is to be done if they are not old enough to grapple with the work.

I have visited nearly all the primary teachers in the city, and, as far as I can observe, I feel sure that they also have to contend with these difficulties.

[For the Review.]

Botrychium Matricariæfolium.

I have read with much interest Mr. H. F. Perkins' description, in the last REVIEW, of some specimens of *Botrychium Matricariæfolium* lately found by him, two of which have, he says, "well developed sporangia on the sterile frond." He does not say whether or not the same plant bears also the fertile frond common to the species, whether the sporangia are borne on the back of the leafy portion or whether they form the terminal part of the frond. Will Mr. Perkins kindly give the desired information for the benefit of the readers of the REVIEW.

I should not have considered the variability in size as very important, but the difference in position of sporangia seems rather remarkable. I have, however, observed something similar in *Osmunda cinnamomea*. Last July I found at Joggins, Cumberland County, a specimen of that fern, a single frond of which had the lower half—five pairs of pinnae—leafy and infertile, and the upper half fertile, exactly like the central frond of other plants of the same species. The specimen referred to had no fertile fronds at the centre. MARY E. CHARMAN.

Westchester Station, N. S., Dec. 21st, 1892.

[For the REVIEW.]

The Monthly Record.

In many schools of France each pupil is provided with a blank book, on the cover of which is printed some sound advice, showing how the good use of one's school life is likely to ensure a happy and useful life—and appealing to the child's patriotism to be and to do something noble for the sake of his country. On one day in each month all the exercises are written in this book—a permanent record of the progress made from month to month and from year to year. This book is kept for use through all the grades and given to the pupil when he leaves school. We can scarcely conceive of a better or a more wholesome stimulus than one in which the pupil strives continually to excel himself. After many years, such a record would be looked upon as one of the most precious mementos of the past.

We mean to try the plan, and would most earnestly recommend it to all other teachers.

The book should be made of good paper and have a cloth cover. It would cost about twenty cents and would serve for a lifetime. HALIFAX.

The Richmond County Academy at Arichat failed to make the legal average attendance by a small fraction during the past year, and as a consequence the county academies number one less.

For the REVIEW.]

"Wherein Popular Education Has Failed."

Under the above title President Charles W. Eliot has contributed a long article to the December number of the *Forum*. The article is given the place of greatest prominence and is especially worthy of careful study by all teachers. The opening sentence is, "It cannot be denied that there is serious and general disappointment at the results of popular education up to this date." Without giving his reasons for this statement, we prefer to state here what he considers a good education should aim to do for the children of the state.

Public education should mean the systematic training of all children for the duties of life. This training should work a revolution in human society in two or three generations. Why has it not? President Eliot says, "I think I perceive in popular education, as generally conducted until recently, an inadequacy and a misdirection, which supply a partial answer to these disquieting questions.

"The right methods of developing in the mass of the population, the reasoning power and general rationality which are needed for the wise conduct of life, must closely resemble the method by which the intelligence and reasoning power of an individual are developed." What are the main processes of the mind which systematic education should develop and improve in an individual, in order to increase his general intelligence and train his reasoning power? The first of these processes is observation; that is to say the alert, intent and accurate use of the senses. All facts must be ascertained through this power, and facts are the only foundation for sound reasoning. Many of the occupations call for a very limited use of the observing powers, therefore to prevent the atrophy of these faculties systematic education must provide a remedy. For the training of this power of observation it does not matter what subject the child studies, so that it be done thoroughly in an objective method. Any branch of natural history, physics, the trades, and many sports, as sailing, will develop this power. One subject done thoroughly is far better than several done superficially. The youth should learn how hard it is to establish a fact; how he should distrust the evidence of his own senses; learn to verify, repeat, corroborate; to mark the distinction between the fact and any inference, however obvious, from the fact.

"The next process, function or operation of the mind which education should develop, is that of making a correct record of things observed. The record may be mental only, or reduced to writing. Civilized man makes continuous records of sifted, sorted and grouped facts of observation and experience, and on these records the progress of the race depends. Hence, the supreme importance of drilling a child at every stage in the art of making a vivid and accurate record of things seen, felt, done, heard, or suffered. To make a scrupulously accurate statement of a fact observed, with all its needed qualifications, is as good a training of the conscience as secular education can furnish.

"The next mental process to be developed is that of drawing correct inferences from recorded facts or observations. This is difficult work and requires well-trained faculties. It may take a great number of cases to establish a law. These cases may have to be collected by different persons at different times, but the method rightly understood and practised leads straight to truth.

"Fourthly, education should cultivate the power of expressing one's thoughts clearly, concisely and cogently. The child

may be practised in any field, and this power of expression can be won — if the right means are used. The logical and persuasive development of an argument, starting from well selected premises and brought to a just conclusion, has especial value. Poetry should not be omitted from systematic education. Many poets have written most concisely and perspicuously.

"These, then, are the four things in which the individual youth should be thoroughly trained, if his judgment and reasoning power are to be systematically developed; observing accurately, recording correctly, comparing, grouping and inferring justly, and expressing cogently the results of these mental operations."

Do our public schools systematically develop the reasoning faculty or process? Ninety per cent of the pupils never get beyond the grades of the grammar school. The work, as now done, consists chiefly, and until recently entirely, of reading, spelling, writing, geography and arithmetic. Spelling and reading simply develop the memory, and geography, as generally taught, does the same. Arithmetic only remains to train the reasoning power, or faculty. President Eliot claims that arithmetic, although occupying from one-sixth to one-third of the school time, does not train any one of the faculties named. "On the whole, it is the least remunerative subject in elementary education as now conducted." In elementary instruction we fail, therefore to train the processes most in need of training.

In secondary education, as a rule, the great bulk of the time is spent on classics, which, as generally taught, mainly develops the memory. It is a rare language-teacher who makes it a vehicle of thought.

A number of other subjects are taught for the value of the information they give. These subjects, as they are now taught, seldom do more than cultivate the memory. Such subjects as history, psychology, constitutional law, political economy, natural history, afford a fine field for the solidest of mental training, it is true. It is the way they are taught that condemns them.

Even in the colleges, where more might be expected, the cultivation of memory predominates.

No amount of such study will ever protect one from believing in astrology, free silver, boycotts, strikes, or the persecution of the Jews, or any other form of popular folly. Many popular delusions are founded on the commonest of fallacies. Many of the trade theories are supported by arguments that have no basis in fact. These are very cleverly exposed.

What changes are necessary in the course of public education to ensure the rationality of the population?

In the first place we must make practice in thinking the constant object of all instruction. After the necessary manual and mental arts have been acquired, those subjects should be taught that each teacher is best fitted to utilize to make his pupils think, or which develop best in each individual pupil his own power to think; for the subject is not of importance in itself. Again, we can give far more time to accurate description in writing. This practice should begin in the kindergarten and continue through the university.

Correct speech is by no means common; correct writing still less so. It receives less attention than the former, instead of more.

The natural sciences all lend themselves to this form of education.

In the higher part of the system sociology and political economy should be studied as disciplinary subjects, and, finally, argumentative training is highly essential.

H. S. C.

For the REVIEW.]

Education in the United States.

A Pictou lady, who has been a very successful teacher in the United States for several years, on being asked her impressions of their schools, replied thus: "What do I think is the difference between the common school educational systems of the United States and Canada? I do not consider myself qualified to speak of the comparative values of the systems of the two countries, but judging by my knowledge of the educational systems of several of the provinces and the States, I should say that the education given by the States is more practical than that given by the provinces.

"In general, what the American child knows, he *knows* he knows; what the Canadian child knows, he often does not know whether he knows or not. My experience of American common school text-books, convinces me that while they do not go to such depths as Canadian common school text-books, the unutterable depths of small print, exceptions and variations,—1, 2, 3, 4, 5, 6, etc., followed by or interspersed with (a), (b), (c), (d), etc., indefinitely, that lie between the thin, treacherous surface of a line or two of large print at the top of a page, they nevertheless furnish the pupils with a general, practical knowledge of the subjects presented. Let me try to illustrate: I go to the board and sketch, with a few rapid strokes, the outline of a cow standing at ease in the most natural position—not a stroke of shading, no surrounding objects. It is simple, plain; the pupils would recognize the creature anywhere. Now suppose that instead of doing this I make an elaborate drawing of the same animal, giving as great a multitude of details as a camera, and all with equal prominence; or suppose, in my anxiety for particulars I fail to emphasize the characteristic points, my pupils will either have their attention dissipated by the many things, or they will have a hazy contorted idea of the object which I am endeavoring to represent. The simple drawing would in several respects represent my impression of the States' system; the more elaborate design—the Canadian system.

"In their results they impress me something like this: A Canadian and an American boy are sent into a garden to pick fruit. The Canadian boy does his work thoroughly—picking every berry deformed or green, and sells for a low figure. The American boy discriminates in favor of the largest and best fruit, fills his basket soonest and gets the high price. The American has the better idea of perspective—of relative values.

"The foregoing is in a general way my impression of the respective systems and results. My experience of the United States school system has been of the energetic, practical west, where in my opinion the methods are superior in many respects to the more precise, sit-still, grow-tired methods of the Eastern States."
NUX.

Academic Diplomas.

[Read before the N. S. Provincial Association by Prin. Geo. J. Miller.]

An academic diploma would be a document granted by an academy to pupils who should attend for a specified term, and who should, at the expiration of such term, succeed in passing an examination in the subjects embraced in the academic course of study, the range of which would be under the control of the proper authorities, as also the length of term.

We have already, in the course of study for academies, a four years' programme, but how many of our pupils take the full course? I think I am within the mark when I say that the majority do not complete the third year course. Let us examine a little. The pupils who attend our academies may be classified into three groups. First, those who attend because the academy is the best school, simply to obtain a good, sound, every-day education. Second, those who are fitting themselves for license to teach; and third, those who are preparing to enter college. Of the first class, few or none will go farther than the end of the second year. By that time they have, or think they have, acquired a sufficient education for the purposes of ordinary life. It is time to begin doing something for a living. There is, moreover, no inducement for them to remain longer. They will not be in any better position to solve life's problem if they stay two years longer. Public opinion possesses no criterion by which to judge them. The merchant or the mechanic, or whoever it may be, will not place a higher value on their services. They have absolutely nothing to show for it. It is clearly to them a waste of precious time, and so they drop out, one by one, into the great tide of humanity, and the school-room knoweth them no more forever. They launch their frail barks upon life's rough billow and are lost to our view. We do not know how they prosper, but we do know that they would have steered better and made more progress if they had tarried a little longer and taken aboard a little more ballast. Then we have those who are studying for license. Will any of this class take the full course? Not one. They have, in their own estimation, quite a sufficiency of subjects to occupy all their time and attention, without periling their prospects of success by devoting any of it to branches, which

are not included in the syllabus of examination. This narrows the question to those who are preparing to enter college. And here, at last, one would naturally suppose we had found a class of pupils who would gladly avail themselves of the full course. These will require for their entrance examination the very branches which the others refused and which the remainder of the academic course will give them. Surely, then, this class will remain to the end? But will they? Well, when they have completed the course, they have still to pass the entrance examination, and somehow or other it is an understood thing among them that the college door swings more easily on its hinges to the children of its own particular nursery than to strangers. They do not require to push so hard. There seems to be some one inside, unseen, behind the door, who, when one of these nursery little ones approaches, oils the hinges and gives the knob a half turn, so that the weakest push of the little nurling is sufficient to effect an entrance.

But let a stranger come and he must push till his sturdy little shoulders crack. He does not know the ropes. There are here no oiled hinges, no manipulating of the handle. He has not played about in the shadow of that august portal until familiarity has grown into contempt. He is awed and loses confidence in himself. He becomes disheartened as he looks up at that great door and does credit neither to himself nor to his teacher. Under existing circumstances, then, you do not retain all, even of this class of pupils. They, as a rule, prefer to prepare for college in an academy connected with and under the supervision of the particular institution they wish to enter. They are now sure of succeeding, or they think so. An academic diploma would go far to obviate all these difficulties. It would possess a standard valuation. It would be a recognized credential certifying the possession of a definite degree of knowledge and mental training. It would be the sign manual of a juvenile order of nobility, an order whose essentials would be intellectual brawn and muscle. The youth who honestly earned it would stand head and shoulders above his fellows. He would represent an issue of the highest market value, bearing the stamp of the educational mint—a recognized legal tender, receivable everywhere. It would be something worth working hard for, because it would confer a definite status and definite privileges from an educational point of view. It would be doubly valuable, valuable to the holder and not less so to the academy granting it. An article of value passing from one to another enriches the receiver at the expense of the donor. A diploma, on the contrary, would enrich both giver and receiver, and the greater

the value set upon it the higher would be the standing and importance of the source from which it sprang. It would retain a majority of the first class of which I have spoken; for what better recommendation for scholarship, perseverance, steady habits and morality could a youth setting out to make his way in the world possibly possess? It would retain in the academy all the second class, viz.: those preparing for the business of teaching, since the possession of it would stand for the scholastic requirements of provincial examination for license of the lower grades. The holder of a diploma would then have only to pass an examination in the proof subjects required, and to do this attendance and classification at the normal school should be made a necessary requirement of teachers' licenses. It would surely keep through the full course all the third class—those preparing for college—for its possession would do away with the necessity of an entrance examination altogether. It would also do away with the preliminary examination required from those wishing to enter any of the (so called) learned professions, thus becoming a saving of time and money.

But this is only one side of the medal. The effect would be equally to the advantage of the academy granting them. It would give the academy full classes for a full term instead of half ones for a fractional term, thus increasing their efficiency and permitting them to turn out very much better work. It would give them dignity and standing proportionate to the value placed on their diplomas. It would make a suitable finish to the Nova Scotia course of study, which would then be perfected, symmetrical, beginning with Grade I and ending with the academic diploma, a structure of which it would be the completion—the "chief stone of the corner." It would benefit as well our common schools. Whether or not the majority attained it, every pupil, in all grades, would have it, as something to which he could aspire, a definite aim—a purpose—an ambition to be achieved. And an aim in our work is not to be despised. In fact the lack of definite aim in our common schools is their chief defect. Its effects cannot here be estimated, for they would penetrate far and wide that substratum of society which largely feeds our common schools, as they in turn feed the academy.

Any step, then, which increases, in any marked degree, the efficiency of our academies, must of necessity affect in an equal or greater degree the common school, and through them the whole mass of the population. The power to grant diplomas would be such a step, nay, not a step, but a stride in the right direction. Our county academies are handicapped by the collegiate academies, and will never attain their full degree of efficiency until the power to grant those diplomas is vested in them or in the Council of Public Instruction.

English Composition.

A well written letter entitled "Does our education educate?" that was lately published in the *Toronto Week*, has sent an electric shock as it were through the province of Ontario. The writer, Mr. F. H. Turnock, had to examine the applications of a number of teachers for two vacant positions. These were the head-mastership of the high school and the principalship of the common schools, in the largest town of the North-west. There were sixty applicants, and it was not unreasonable to expect that nearly all of these candidates would be able to write, spell and use the Queen's English correctly. What, however, was the fact? Many of the letters could hardly be read at all; fully seventy-five per cent were not worth a second reading, and, finally, all but half a dozen discarded.

This is a most remarkable state of affairs—very galling, no doubt, to a self-complacent public—but, after all, it is best that the truth should be printed and widely advertised. These teachers should of course have shown the results of advanced education, as they all had been engaged in teaching, or rather in attempting to teach, the rising generation. But what was the state of the case according to Mr. Turnock's letter? The writing, the spelling, the punctuation, and the diction of almost all these applications were entirely faulty, while a general lack of intelligence, and a total want of culture were painfully perceptible. The worst of the matter is that as applicants for lucrative positions are naturally anxious to present themselves in the most favourable light, Mr. Turnock probably examined the careful effusions of the best pedagogues of the North-west. He does not venture to assign a cause, or suggest a remedy for so startling a failure on the part of Ontario education; but it is not difficult to solve either of these problems. The reason why the teachers could not write a plain letter, like an ordinary clerk in a business office, was obviously because they had never been properly taught how to do so, and had rarely made use of that most valuable instrument—the pen. The future remedy for the evil lies mainly in the hands of the parents, who should insist on "composition" being taught their sons and daughters in the public schools by competent instructors. The question arises why is this not done? Why does not English composition occupy, as it ought to do, a prominent position in the curriculum of studies? We know of instances in which Montreal merchants and other business men, complain bitterly that they have engaged boys from the upper forms of even the high school, who have been unable to compose an original letter, or to write one correctly from dictation. This is a positive scandal, and arises either from the incompetency or the indolence of the instructors. They have often an exaggerated idea of the difficulty of teaching the art of composition. Comme de raison, as the French say, there is no royal road to the accomplishment of the task, while considerable patience and assiduity are required for its due performance; but the reward to the teacher is great, and the advantage to the pupil is incalculable.

EDUCATIONAL OPINION.

C. De Garms: If the lad remembers little of what he learns; if having learned to read he cares nothing for useful reading; if having been forced to acquire a certain mass of knowledge, no permanent effect remains upon his interests, tastes, or pursuits, then this formal training upon which we pride ourselves is practically worthless. It would have been better to let the boy pursue those occupations in which he had some interest, for only where there is interest in things learned can profit result. Every child is sure to be interested in something, so that if he can see that other things are related to his favorite one, life at once broadens before him.

G. H. Palmer: It is not so much to the instruction of the school or college as to its management and temper that we must look for moral aid. That school where neatness, courtesy and simplicity obtain, where enthusiasm goes with mental exactitude, thoroughness of work with interest, and absence of artificiality in surroundings with refinement; where sneaks, liars, loafers, pretenders, rough persons are despised—that school is a moral training all day long.

A. M. Mowry, A. M.: It is incumbent on every state to provide instruction for its future citizens in all matters respecting their relation to it; and it is also incumbent on the citizens to understand all that they owe to the commonwealth, as well as what is due them.

A. E. Winship: Life consists not in knowing so much as in doing and being. The school is not for teaching as for inspiring a hunger for knowing. Every hour that we try to urge knowledge upon unwilling minds, giving a distaste therefore, is worse than wasted.

Pictou, N. S.: A superintendent or director of the educational affairs of a country should be above all others well read in the history of education; so that his administration shall be a continuous development of the past. If he is specially devoted to the pursuit of some special branch of human knowledge, if his activities have been chiefly absorbed, say in the natural sciences, there is danger that his administration may too much reflect that fact; that the break with the past, perhaps certain to come, may be too sudden. In that case he would too much resemble the *pendulum* rather than the *hands* of the clock which ever move onward without retrograde movement, even if their motion sometimes seems slow.

York County Teachers' Institute.

The meeting of the York County Teachers' Institute was held in the normal school, Fredericton, on Thursday and Friday, December 22nd and 23rd, President W. E. Everett in the chair. Mr. H. C. Creed addressed the institute regarding the way in which the new series of drawing books should be used in the schools. Two papers on geography were read, one by Miss Lottie Cliff on how the subject should be taught in grades one to four, and the other by Mr. J. Brittain of the normal school on the subject in grades five to eight.

A public educational meeting was held in the normal school assembly room on Thursday evening. On Friday Mr. J. F. Rogers, principal of the model school, and Mr. B. C. Foster, principal of the collegiate school, took up the subject of arithmetic, and explained with great clearness the few principles that govern the whole subject. Mr. G. A. Inch followed with an excellent paper on "The Teacher's Tests of the Scholar's Work." (This will be published in a future number of the REVIEW.)

A resolution was passed expressing the sympathy of the Institute for Miss Galt, on account of the recent death of her mother.

The following officers were elected for the ensuing year: Inspector Bridges, president; Miss Annie L. Gregory, vice-president; Miss Thorne, secretary. Executive Committee—Mr. John Brittain, Mr. B. C. Foster, Mr. W. E. Everett and Miss Mary Nicholson.

School Appointment.

At the meeting of the Board of School Trustees, held yesterday afternoon, it was decided not to appoint any teacher to the vacancy in the high school staff, but to let the other teachers take up the subjects formerly taught by Mr. Meagher.

In the model school the government, which seems to have the appointment in its hands, nominated Miss Richardson, a lady who has had considerable experience as a second class teacher, and who got first class last term at normal school. No doubt Miss Richardson will make an excellent teacher, but it looks strange that so many of the young lady teachers of our own city, well-qualified to fill the position, should be passed over for one from abroad.—*Gleaner*.

THE Christmas number of the Dalhousie College *Gazette* is very creditable to its editors. The form is in particular good taste. It contains good photographs of Lord Dalhousie, Sir Adams Archibald, President Forrest, Drs. Lawson and MacGregor, and Dean Weldon, M. P., with biographical sketches. Besides the principal articles on Lord Tennyson, The Basin of Minas, Laura Secord and Moose Island, there are many less ones of interest. This number is well worth the small price of fifteen cents charged for it.

A New Poet.

Perhaps it may not be generally known to our teachers that they have a poet of no mean order in their ranks. He has published a good deal, not without some profit to himself, and, let us hope, also to his readers. His last few verses, published in the *Halifax Critic*, we give below. In the last two stanzas he writes feelingly from experience. He is one of those happy individuals who can dismiss absolutely the cares of the school-room, if indeed he has any there, and find complete relaxation in exchanging the ferule for the gun and the fishing rod:

ODE—NOVA SCOTIA.

THE IDEAL—IN THE STUDY.

Nouvelle Ecosse! on the ocean's breast
Sleeping like bride upon her husband's heart,
A loving pair whom troubles may not part,
Safe on that heaving bosom take thy rest;
Thy rivers, rushing through thy forests grey,
Thy cascades, flashing, in the morning sun,
Thy trembling, blushing lakes, kissed by the dawn,
Thy myriad songsters greet the new-born day.

Proudly I stand and contemplate each charm
Of rock and wooded hill—of lake and stream;
They glide before me like a lovely dream,
In which may enter naught that can alarm.
Among thy sisters fair—thy form I see;
Proud—not too proud—and happy, yea, and strong,
The pride that saves mankind from shame and wrong,
Thy children's children round thee prosperous, enlightened,
free.

THE REAL—AT THE CAMP FIRE.

Nouvelle Ecosse! resting on the sea,
Stuck upon North America like a corn;
Thy rivers are but streamlets—newly born;
Trickling like tears adown the face of thee;
Thine eyes are swamps, where slimy reptiles be,
No place in all thy dreary solitude
Where I may rest, nor insects vile intrude
In myriad swarms to make a meal of me.

Vainly I plaster "shoo fly" on my face
And build a "smudge" to keep the pests away,
Tho' oft I drive them out, they will not stay;
Vainly I twist and turn and change my place,
No rest nor sleep my tortured spirit knows;
I hear the loon's wild cry upon the lake,
The wild-cat's scream with terror makes me quake,
While ants and creeping things fill up the measure of my woes.
—*Nemo*.

December, 1892.

George Ross, minister of education for Ontario, has excluded the teaching of sewing from the girls' schools in his jurisdiction on the ground of its being a hindrance to the girls in the cultivation of the mental faculties.

Sea Fog—(Lake Mag.)

Here danced an hour ago a sapphire sea,
 Now airy nothingness, wan spaces vast,
 Pale draperies of the formless fog o'ercast,
 And wreathed waters grey with mystery!
 The ship glides like a phantom silently,
 As screams the white-winged gull before the mast;
 Weird elemental shapes go fitting past,
 Which loom as giant ghosts above the quay.

The vapor lifts! Again the sea gleams bright;
 The heavens have hid within their chambers far
 Cloud-stuffs of gossamer, from which are spun
 To-morrow's skiey pomps, inwove with light,
 The belted splendors for the rising sun,
 And rosy curtains for the evening star.

—T. H. Rand.

SCHOOL AND COLLEGE.

The semi-centennial of the Mt. Allison Institutions, Sackville, N. B., will be celebrated on January 18th and 19th. At 7.30 p. m., January 18th, there will be an "Old Boy's" banquet in the academy dining hall. At 8.30 a. m., January 19th, a commemorative religious service in memorial chapel; at 10 a. m., formal semi-centennial celebration in Lingley hall, when addresses will be delivered by prominent Methodists of the Lower Provinces; at 7 p. m., conversazione in Ladies' College.

A conference of the Chief Superintendent with the Inspectors was held in Fredericton, January 4th. The usual amount of routine business was transacted. All the Inspectors were present, including the new incumbent, Mr. F. B. Meagher.

A lad residing in Bedford, N. S., who attends Grade VIII. Morris street school, Halifax, has constructed, unaided, a complete electric light plant, sufficient to develop seventy-five candle power. He gets his power from the river, which flows near his home. The water wheel and everything completed is his own work. The cash outlay was but twelve dollars.

Joseph Y. Windsor, Esq., New Mills, Restigouche, donated sixty prizes to the pupils attending the schools in the vicinity of New Mills last term, which were awarded from the result of a prolonged examination, conducted chiefly in writing. The questions were prepared on the various subjects taught during the term by competent persons, the answers to which were also examined by them, and valued according to their merit. Mr. Windsor generously gave about the same number of prizes to the same schools at the close of the previous term.

As there was no snow in any part of the Province of New Brunswick at the beginning of the term it is not probable that the inspectors will have been able to work very far from their homes during the first part of January. The changes in the inspectorial districts will cause some of them to vary their usual routes.

Miss Richardson, a recent graduate of the New Brunswick normal school, has been appointed to the position in the model school, Fredericton, made vacant by the resignation of Miss Galt.

The Woodstock grammar school closed a most successful term in December. There were fifty-six pupils enrolled—the largest number in the history of the school during recent years. The principal, R. P. Steeves, M. A., has good reason to be gratified at the success which has attended his efforts since he assumed the management of the school, which he has made first-class in every respect. The school has a fine library, with upwards of 350 volumes, exclusive of the Encyclopedia Britannica, and several of Appleton's Annuals, works of such authors as Dickens, Scott, Thackeray, Carlyle, Macaulay, Greene, McCarthy, Gibbon, Grote, Buffon, Wood, Prescott, with standard works of fiction, adventure, travel, biography and poetry, with the expectation of placing another hundred volumes on the shelves in a few weeks.

A meeting of the executive of the New Brunswick Provincial Teacher's Institute was held in Fredericton, January 4th, in the Education office. Nearly all the members were present. It was decided to hold the next session of the Institute in Fredericton, on the last three teaching days in June next. An excellent programme was submitted by a committee appointed for that purpose at the last Institute. It will be published in a future issue of the REVIEW. Another session of the Committee was held January 5th at which changes in the course of instruction were considered. Some progress was made, and the matter will be further considered at Easter vacation. A committee was appointed to consider and report upon a high school course. It will also report at Easter. Few material changes were proposed to the present course of instruction, and such as have been proposed thus far relate chiefly to the new textbooks.

Principal Colpitts and the pupils of the Richibucto, N. B., schools have raised quite a sum of money by a public entertainment towards purchasing new books for the library.

At a meeting of the Senate of the University, held in Fredericton, January 6th, the scheme relating to grammar school leaving and university matriculation examinations was ratified. The Chancellor of the University and Dr. Coulthard were appointed as members of the Joint Board of Examiners.

Miss Annie M. Prescott, teacher at Pennfield, Charlotte Co., has resigned her position to the regret of all in the district.

Miss Ella Fanjoy has resigned her position in Fairville to accept one at Nerepis, Kings County.

The announcement is made of the marriage of Miss Mary Dibblee and Mr. John McGibbon at Eureka, California. Miss Dibblee lately resigned her position in St. Stephen where she was known as a most successful teacher. The REVIEW extends congratulations.

The Calendar of the University of New Brunswick has been received. There are fifteen students in the freshman class of this year. Enccenia comes June 1st.

Miss McFarlane of St. Mary's has been appointed to succeed Miss Ella Veazey who has resumed her old position in Moncton.

Mr. H. B. Barton and Miss Daggett, teachers at Grand Harbor, Grand Manan, have raised enough money to purchase a flag for the school.

The friends of Dr. deBlois, the principal of the St. Martins, N. B., Baptist Seminary, will be glad to learn that he has sufficiently recovered from a recent serious illness to be at his post again.

A fine Christmas number of the Mount Allison *Argosy* was published, in which appeared a sketch of the Sackville institutions from 1843 to 1893, with cuts of the original Sackville academy building, and of the founder of the institutions, C. F. Allison, and its first principal, Rev. H. Pickard, D. D.

The students of the St. Martins, N. B., Baptist Seminary publish a neatly printed and creditable monthly paper, the *Bema*.

The pupils of grades seven and eight of the Leinster Street School, St. John, have issued a paper called the *Scholars' Own*, the purpose of which is to train its founders in writing and for newspaper work. The first number is a very good one.

Commencing on January 16th Inspector Mersereau will visit the schools in the parishes of Saumarez, St. Isidore, Inkerman, and those in Alnwick which he was not able to visit last term. In February he will visit the schools in the parishes of Shippegan, Caraquet and New Bandan.

D. S. Mackintosh, B. A. (Dal.) is principal of the Inverness County Academy at Port Hood.

Principal Torey, late of Arichat, is now in charge of the public schools of Springhill.

C. B. Robinson, B. A. (Dal.) is the second master in the Kings County Academy instead of C. L. Moore, B. A. (Dal.) who is now on the Picton Academy staff.

C. F. Hall, Esq., of Harvard, is at present in charge of the Victoria County Academy at Baddeck, C. B.

The Port Hawkesbury schools, under the principalship of C. E. MacMillan, B. A. (Dal.) and the public spirited action of its school commissioners, are rapidly improving. The high school department draws students from both Inverness and Richmond Counties.

Lieut. Governor Daly, Attorney-General Longley and Hon. C. E. Church visited the normal school at Truro before the Christmas vacation, and expressed themselves highly pleased with all they saw. The Hon. Commissioner of Works and Mines, Mr. Church, intimated the further improvement of the building and the introduction of electric lighting.

St. Francis Xavier College sustained a great loss last month in the death of Dr. Angus J. Chisholm, one of the faculty. Dr. Chisholm was also editor of the *Antigonish Casket*, which under his management ranked among the first of Nova Scotian journals, with respect to the scholarly, able and fair treatment of public questions.

OFFICIAL NOTICES.—NEW BRUNSWICK.

1. **CLOSE OF TERM.**—With the consent of the Trustees, Saturday, December 17th, may be substituted as a Teaching Day for Friday, December 23rd, in order to enable Teachers to reach their homes before Christmas. The first teaching day of the next Term will be Monday, January 9th, 1893.

2. **SCHOOL RETURNS.**—To maintain uniformity in making up general averages, per centage, etc., the following methods shall be observed:

(a) **Lost Days.**—When a pupil has been once enrolled he should be regarded as belonging to the school until the teacher shall have received reliable information, either by notice from parent, or guardian, or other authoritative source, that the pupil will not probably return to the school during the rest of the Term. In such case the absences of such pupil from the date of his enrolment to the date of notice of withdrawal, shall be reckoned as his *lost days* for the Term.

(b) **Tardiness.**—Pupils who come to the school by railways, or other public conveyances, and who cannot reach the school until after the hour of opening, shall not be marked as *tardy* in the usual column. In such cases an asterisk preceding the names of such pupils may direct attention to a foot-note explaining the circumstances.

3. **TEXT-BOOKS.**—(a) The New Brunswick edition of *Spotton's High School Botany* will be published early in January; but *Gray's How Plants Grow* may continue to be used for the first Term of 1893.

(b) A new edition of the *Modern School Geography* will be published early in January. As the new edition will differ in some respects from the old, care must be observed to avoid, as far as may be possible, inconvenience and expense in the transition from one to the other. It is desirable that the new edition be introduced into all the schools as early as may be consistent, with a due regard to the interests of both parents and children.

(c) The subject in *English Literature* for examination for First Class in 1893 is "Selections from Tennyson; with Introduction and Notes by J. E. Wetherell, B. A." Gage & Co., Toronto.

4. **SCHOOL MANUAL.**—A new edition of the *School Manual* is now passing through the press, and will be issued early in the new year. Copies will be mailed to Trustees and Teachers throughout the Province. The edition of 1887 is now exhausted, and can no longer be supplied by the Department.

Education Office,
Fredericton, Dec. 1st, 1892.

J. B. INCH,
Chief Supt. of Education.

BOOK REVIEWS.

STORM'S FRENCH DIALOGUES, edited by G. McDonald, M. A., consists of parallel columns of French and English treating of the familiar topics of the day in the form of conversation, the English text employing all the well-known Americanisms, and the French containing the commonly employed colloquial idioms. After each set of dialogues is a list of phrases followed by an English exercise on the special point illustrated by the preceding dialogue. The book is one which upon examination will recommend itself to any intelligent French teacher. MacMillan & Co., London and New York.

MACMILLAN'S SECOND COURSE OF FRENCH COMPOSITION, for advanced students, is an excellent work of quite an original character. Part I contains parallel passages in English and French, but instead of the one being a literal translation of the other a fine selection from a French author is given parallel with an equally good extract, on the same subject, by a standard English writer; e.g., "Louis XI et Charles le Téméraire," by V. Hugo is *vis-à-vis* to "Charles the Bold and Louis XI" by Sir W. Scott; "English and French Character," by W. Irving accompanies "Les Anglais" by E. Reclus, "Les Français" by Raynal, and "Les Français" by Taine. Part II consists of passages from well known English authors. Part III has a fine collection of French extracts from the pen of such writers as Thierry, de Maistre, Buffon, etc. These are classified according to the subject matter, as: History, Geography, etc. As a reading book and as a composition this work is invaluable, both for the high literary merit of the selections therein contained and ingenious and interesting method of teaching composition. A special vocabulary to accompany this book is now in press. MacMillan & Co., London and New York.

A FRENCH READER compiled by Rev. Alphonse Dufour, S. J., has lately been published by Ginn & Co., Boston. The selections are taken from the best French poets and prose authors, varied by occasional simple passages on the weather, days and months, amusements, etc., thus adapting it to beginners as well as to advanced students. The extracts are prefaced by short notices of the authors, making it also a compendium of literature. The selections from the writings of Rousseau, Voltaire and others of a like atheistic tendency are such passages only as display the inevitable presence of that master intellect which they denied. The book ends with extracts from the great dramatists of France. This reader is suited to students of every grade.

GERMAN LESSONS, by Charles Harris (pp. 172, 65 cents, D. C. Heath & Co.) The author has, in short compass, given in this book the more important facts of German grammar. There are in it twenty-eight lessons, each lesson containing a German into English and an English into German exercise. It is a book adapted rather for the older class of students who wish to obtain the power of reading German without spending a long time in preparation, than for younger students, or those who wish to speak the language. It may also be an excellent and compact book of reference. The appendix contains synopses of forms and syntactical rules, script alphabet, and some notes on Grimm's law.

EICHENDORFF'S AUS DEM LEBEN EINES TAUGENICHTS, edited, with an introduction and notes, by Carl Osthaus, A. M. (Text 131 pp., notes 45 p., 40 cents, D. C. Heath & Co.) This novel, characterized by its humorous and poetic thoughts and easy style, is admirably adapted for practice in German reading after the student has made some acquaintance with grammatical forms. The difficulties, which are not numerous, are judiciously explained in the notes.

SUNSHINE, by Amy Johnson, LL. A. (pages 502, price six shillings, MacMillan & Co., London and New York.) This volume is one of a series of books entitled "Nature's Story Books." Perhaps no description would give a truer idea of their nature than the following stanza:

"And Nature, the dear old nurse
Took the child upon her knee,
Saying, 'Here is a story-book
Thy Father hath written for thee.'"

Light is the subject taken up principally in this number of the series. An intelligent child becomes interested and inquisitive about the rainbow, the camera, the eye, the nature of sun, light, etc. His questionings are answered indirectly by guiding him in experiments from which he himself draws satisfying inferences. Many of the experiments are original and very effective. They are beautifully described in simple but oftentimes poetic language. The young or non-scientific cannot fail to become intensely interested as he follows up the work. The illustrations are numerous and superior. We commend the book to teachers as being very helpful, and suggestive of the correct methods of conducting nature lessons in their schools.

THE ALGEBRA OF COPLANAR VECTORS AND TRIGONOMETRY, by R. B. Hayward, M. A., F. R. S., etc, MacMillan & Co., London and New York. The study of quaternions is slowly asserting for itself a place in a mathematical course. When introduced to the world by Sir W. R. Hamilton, in that tremendous volume of his, it was one that only the most advanced

mathematicians could grasp or follow. But lately, through the exposition of Tait, Hardy and others, it has been brought down to within the range of more finite minds. The book whose title we have quoted gives much the best and clearest introduction to the subject of any we have seen. The points of identity and of contrast of this new algebra are lucidly laid down at the beginning of the book; and the terms *vector*, *scalar*, *vector*, *tenter*, etc., clearly defined, and carefully illustrated. The necessary meaning of $\sqrt{-1}$ is brought out very simply; so that the young mathematician who has hitherto treated this symbol of the "impossible" with the deference due to its inscrutable character (*omne ignotum pro mirifico*) uses it and treats it according to its significance, and no longer, in dealing with it, follows, with some misgivings, a blind mechanical method, and this is a great, and to most minds, a satisfying advantage. The application of quaternion method to trigonometry occupies by far the greater portion of the book. The hyperbolic or ex-circular trigonometrical functions present no striking novelty of treatment, but much light is thrown on De Moivre's theorem with all the innumerable deductions that may be made from it. The work, however, is not intended for the ordinary non-mathematical reader, or for the tyro. It is, like the broad subject to which it is an excellent introduction to be regarded as a luxury for those already trained in ordinary algebra and trigonometry, and to such will form a passable gangway over to the deep things of quaternions. The author mentions one of the works of the late Professor deMorgan, the "Double Algebra," as forming to a large extent the basis of the present work. But the "Double Algebra" is a treatise we have never seen, and it is now not to be had.

A SHORT HISTORY OF THE ENGLISH PEOPLE, by John Richard Green; Parts 11-15. Price 1 shilling each. HISTORY PRIMERS: History of England, by Arabella B. Buckley. Price 1 shilling. MACMILLAN'S HISTORY READERS, Book VI, Price 1s. 6d. Publishers, MacMillan & Co., London and New York. The first of the above named works continues Green's History from the Hundred Years' War to the Reformation, with fine illustrations; the second is an admirable compendium of English history, written in an easy and simple style; the third contains stories from English history, printed in excellent type, illustrated, and with others of this series would be cheap and excellent books for school libraries.

LEAVES AND FLOWERS, or Plant Study for Young Readers, by Mary A. Spear, pp. 102; price 30 cents. NATURE STORIES FOR YOUNG READERS, by M. Florence Bass, pp. 107; price 30 cents. Publishers, D. C. Heath & Co., Boston. These books are designed to supplement object lessons on plants. The first contains some very good matter and illustrations, which, under the direction of teacher or parent, who has some knowledge of plants, may be made very serviceable. The second is for younger classes and contains much that is suggestive for teachers. Unfortunately many of the illustrations are not according to nature, and are very poor specimens of drawing, especially those on pages 5, 18, 19, 32, 38, 40, 80, 89.

HISTORICAL OUTLINES OF ENGLISH SYNTAX, by Leon Kellner, Ph. D., Lecturer on English Philology in the University of Vienna, pp. 327; price 6s. A METHOD OF ENGLISH FOR SECONDARY SCHOOLS, by James Gow, M. A., Litt. D., Master of the High School, Nottingham, pp. 174; price 2s. MacMillan & Co., London, England. These are valuable works to the student of the English language. The first deals with

the principles of English syntax from the standpoints of psychology, historical development and comparative grammar. The second contains many valuable suggestions to the teacher who aims to give a thorough and systematic knowledge of English grammar.

THE PLACE OF THE STORY IN EARLY EDUCATION, and other essays, by Sara E. Wiltse, pp. 132; price 60 cents. Ginn & Co., publishers, Boston, Mass. This is an exceedingly interesting and well-written series of essays by one who loves and understands children. Those on "Dull Children" and "Children's Habits," especially, contain truths that teachers and parents would do well to heed.

DIETEGEN: A novel by Gottfried Keller, with Introduction and Notes by Gustav Gruener, pp. 81; price 40 cents. Publishers, Ginn & Co., Boston. Students of German will find this a very interesting novel, the language simple, style poetical, and every character in the story clearly and well drawn.

QUATRE-VINGT-TREIZE, by Victor Hugo, adapted for use in schools, pp. 216; price 70 cents. **LA CIGALE CHEZ LES FOURMIS**, a comedy in one act, with English notes, in paper, 38 pages. Publishers, Ginn & Co., Boston. Readers of French will be pleased with the above. The former is one of Victor Hugo's most interesting romances, edited by J. Bofelle, Senior French Master in Dulwich College, England, whose work in editing *Bug-Jargal* and other works of Victor Hugo we have before noticed. The second is a spirited play founded on La Fontaine's fable of the Grasshopper and the Ants.

SELECTIONS FROM THE SPECTATOR, with Introduction and Notes by K. Deighton, pp. 220; price 2s. 6d. **TENNYSON'S MARRIAGE OF GERAINTE**, and **GERAINTE AND ENID** (in one volume), with Introduction and Notes by G. C. Macaulay, M. A., formerly Fellow of Trinity College, Cambridge; pp. 125; price 2s. 6d. Publishers, MacMillan & Co. The publication of Tennyson's Idyls in this convenient form, with the scholarly notes, cannot fail to create a deeper interest in what is considered the poet's masterpiece. The present volume is uniform with *The Coming of Arthur*, *The Passing of Arthur*, and *Gareth and Lynette*, before noticed in the REVIEW.

A GERMAN READER, for beginners in school or college, with notes and vocabulary by Edward S. Joynes, M. A., Professor in South Carolina University; pp. 277. **HILLERN'S HÖHER, ALS DIE KIRCHE**, edited with notes by S. Willard Clary, formerly Instructor in German in the University of Michigan; pp. 68; price 15 cents. Publishers, D. C. Heath & Co., Boston, Mass. The German reader is an ideal one. The author starts out with the plan that reading should begin at the earliest possible day, and he begins with easy sentences, the translation of difficult words being interlined, with foot-notes explaining the simpler constructions and grammar. These, as well as the translation, are graded to suit the progress and attainments of the student.

GOLDEN TREASURY SERIES: Children's Treasury of Lyrical Poetry; p. 334, price two shillings and sixpence; *Theocritus. Bion and Moschus*; pp. 210, price two shillings and sixpence. Publishers MacMillan & Co., London and New York. Two beautiful and cheap volumes, the former containing selections from famous English song writers, with notes by Francis Turner Palgrave, Professor of Poetry in the University of Oxford; the latter translations of the best idyls into English

prose of the above named Greek poets, with introductory sketches by A. Lang, M. A., lately Fellow of Morton College, Oxford.

PRIMARY FRENCH TRANSLATION BOOK, with vocabulary, by W. S. Lyon, M. A. and G. deH. Larpent, M. A.; pp. 215, price 65 cents. **LA CHUTE** from Victor Hugo's "Les Misérables," with an introduction and notes by H. C. O. Huss, Ph. D., College of New Jersey, Princeton. Publishers D. C. Heath & Co., Boston. In the first named book the author says, "Beginners should be exercised from the first both in reading connected French speech which has an import, and in imitating what has been read." His choice of extracts is unusually happy. What admirer of Dickens, for example, would fail to read with avidity "Mr. Jingle at the Cricket Match," or "Sam Weller in the Witness Box," in a French garb, and be tickled to find the humor all there.

WORDSWORTH'S PREFACES AND ESSAYS ON POETRY, edited with introduction and notes by A. J. George, A. M., p. 120, price 55 cents. A volume of prefaces is not an inspiring subject for the general reader, but this is worth dipping into for the light it throws on Wordsworth's poems, and the insight we get into his literary habits.

ARITHMETIC FOR SCHOOLS by Bernard Smith, M. A., new edition revised and enlarged by W. H. H. Hudson, M. A., Professor of Mathematics in Kings College, London; p. 458, price four shillings and sixpence. Publishers MacMillan & Co., London and New York. This volume offers a full and complete course in arithmetic, containing a very large collection of questions, from the simple to those of considerable difficulty.

THE ROYAL CANADIAN WORLD-ATLAS, with forty maps and index, by J. G. Bartholomew, F. R. G. S., paper covers. Wm. Drysdale & Co., Montreal. The maps of this convenient little atlas are excellent, and it is very useful to have at hand for constant reference.

The *Religious Intelligencer*, published at Fredericton, has completed its fortieth year. Under the able management of the Rev. Dr. McLeod it has increased in influence and usefulness, and deservedly holds a high place in the denomination in whose interests it is published.

This year *Littell's Living Age* enters its fiftieth year. The *Living Age* is rightly named. Whoever possesses a single year's volumes possesses the record of the progress of the world during that period. The various phases of modern thought are presented as set forth by their most distinguished exponents. The foremost writers of the time in every department are represented. Fiction and poetry receive a fair share of attention. To new subscribers for 1893 are offered *gratis* the two numbers of 1892 containing a powerful story by Frank Harris, editor of *The Fortnightly Review*. The present is, therefore, a favorable time for beginning a subscription. For the quality and quantity of matter given the price \$8.00 a year, is low. Specimen copies of the *Living Age* may be had by sending fifteen cents to the publishers, Littell & Co., Boston. THE EDUCATIONAL REVIEW and *Littell's Living Age* will be sent to one address for \$8.00, address EDUCATIONAL REVIEW, St. John, N. B.

Goldthwaite's Geographical Magazine for December is the finest number yet issued. No teacher should be without it.

Wide Awake for January is a number beautiful in illustration and story.

Current Periodicals.

The January number of the *Atlantic Monthly*, now entering upon its thirty-sixth year, is rich in interesting articles, among which is the first of two papers by Francis Parkman on "The Feudal Chiefs of Acadia." . . . The *New England Magazine* for January begins the year 1893 very promisingly. It is a particularly varied number. A cleverly written and valuable article on "Modern Architecture," makes a strong plea for popular education on the necessity of art in architecture. . . . The January *St. Nicholas* begins the new year well. If you do not mean to do more than glance at the number you will find it hard not to be caught by the jolly and taking pictures, the bright and clever poems that beckon from every page. . . . The *Century* for January has a group of contributions relating to "The Kindergarten Movement,"—namely, an essay with that title by Talcott Williams of the *Philadelphia Press*; letters by well known educators—Commissioner W. T. Harris and Miss Angeline Brooks; a contribution from a teacher in a New York free kindergarten; an editorial, "The Kindergarten not a Fad;" and a poem by Richard Watson Gilder, "The Child-Garden." The recent spread of the kindergarten as an auxiliary to the public schools gives additional interest to this group of papers. . . . The *Popular Science Monthly* for January has an excellent table of contents. "The Study of Man," by Alex. Macalister, M. D., F. R. S., is worthy a careful and attentive reading.

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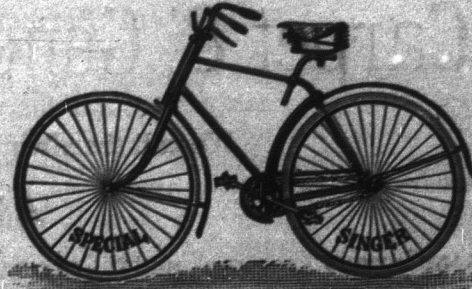
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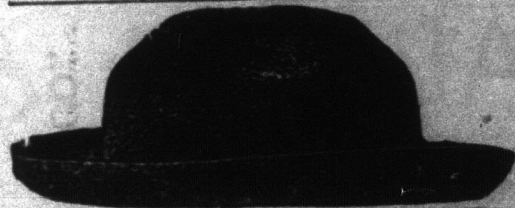
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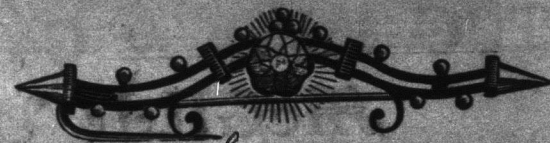
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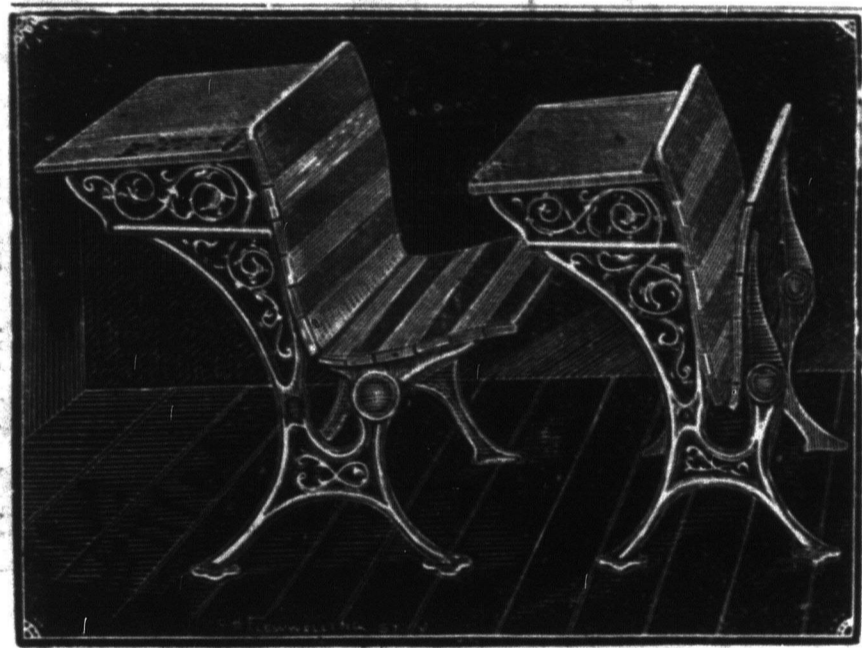
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